

# Teacher Effectiveness and Support for Growth



Using meaningful  
evaluation to  
increase  
effectiveness of  
teachers and  
leaders

Jennifer Preston

April 16, 2012

[Jennifer.Preston@dpi.nc.gov](mailto:Jennifer.Preston@dpi.nc.gov)





Materials available at  
[thismeeting.wikispaces.com](https://thismeeting.wikispaces.com)

# Overview for Today

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



## 1. Rationale

Why we are doing this?

## 4. Status

Determining educator effectiveness status

## 2. MET Research

Key ideas from recent research

## 5. Support

Professional development for improving practice

## 3. Standard 6 & 8

How we'll include student growth in educator evaluations

## 6. MSLs

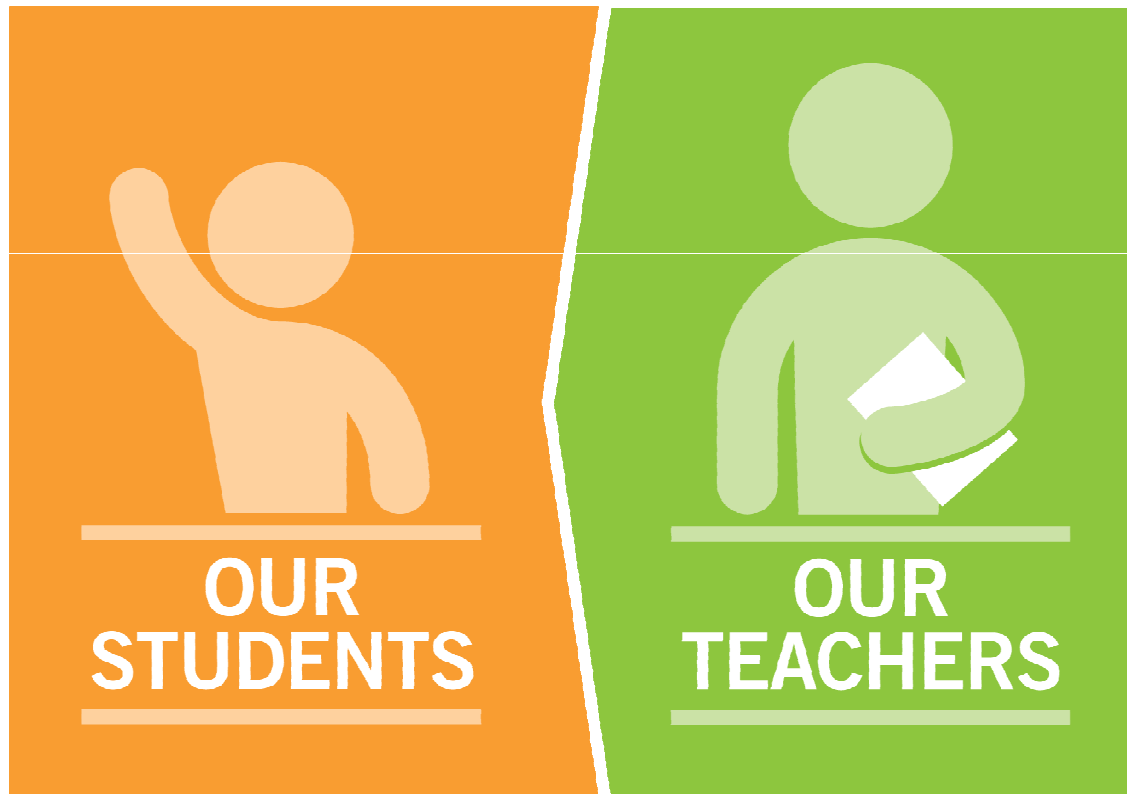
Measuring growth in currently non-tested subjects

# Overview

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs

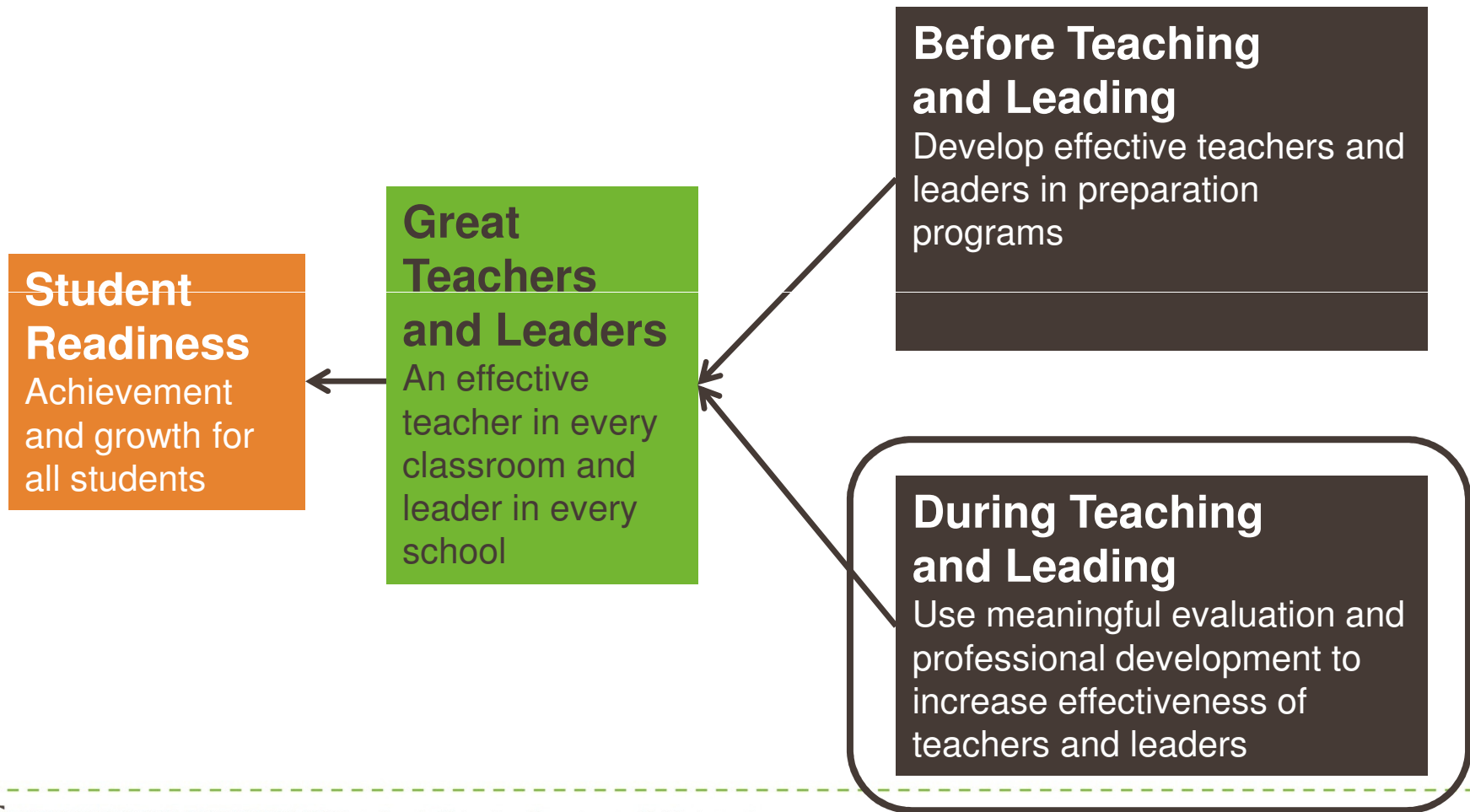


The central focus of **READY** is improving student learning ... **by enabling and ensuring great teaching.**



# What is our goal?

**Rationale** - MET Research - Standard 6 & 8 - Status - Support - MSLs



# What is our goal?

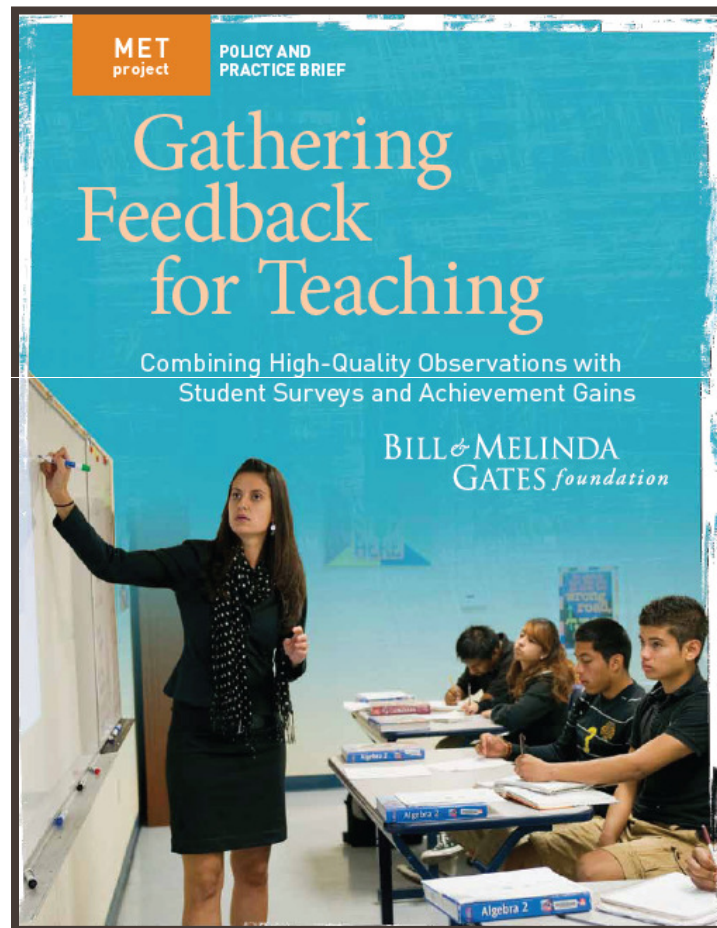
**Rationale** - MET Research - Standard 6 & 8 - Status - Support - MSLs



**Big Question:**  
What is the best  
approach to  
Educator Evaluation  
and how do we get  
NC there?

# Measures of Effective Teaching

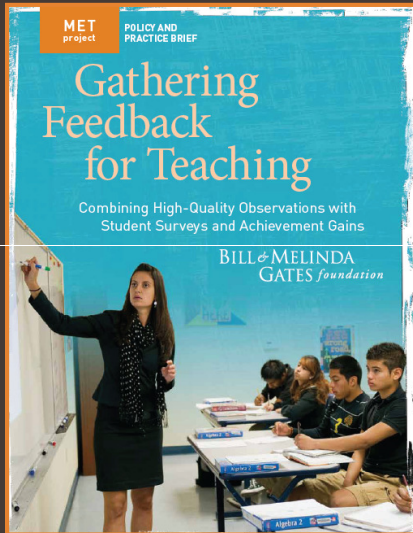
Rationale - **MET Research** - Standard 6 & 8 - Status - Support - MSLS





# Measures of Effective Teaching

Rationale - **MET Research** - Standard 6 & 8 - Status - Support - MSLs



This research suggests:

- **Multiple measures** are important.
- Including **student growth** improves objectivity of evaluation.



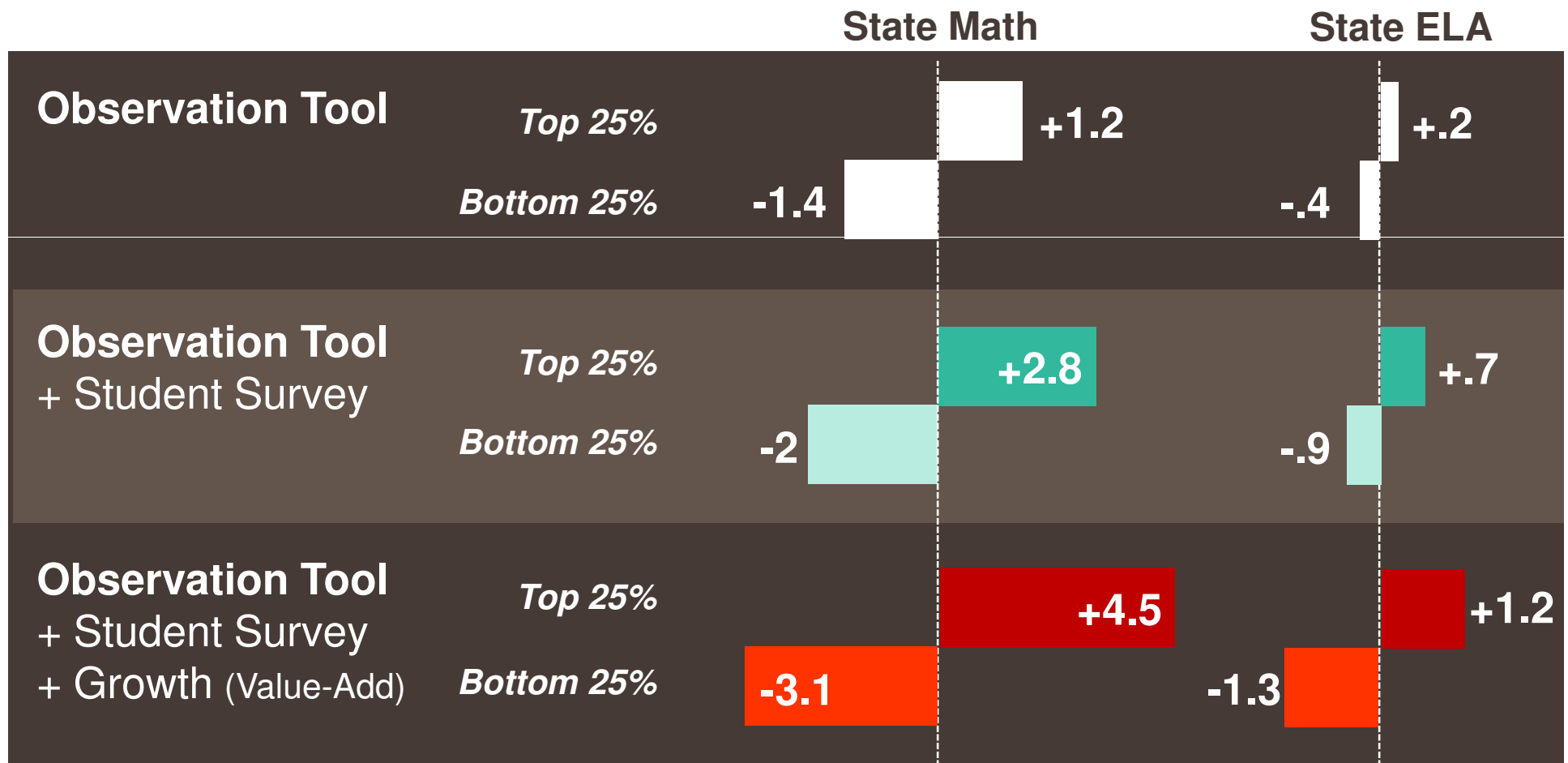


# Observation + Other Measures

Rationale - **MET Research** - Standard 6 & 8 - Status - Support - MSLs



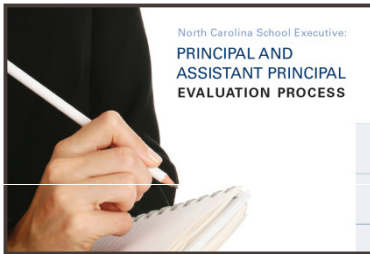
## Months of Learning Gained or Lost



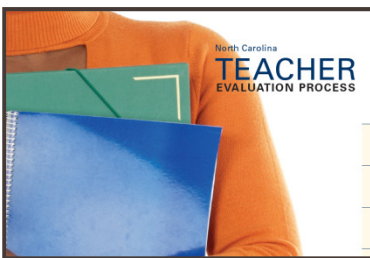
# What We Have



## Evaluation Tools



Standards 1-7



Standards 1-5

## Some Assessments to Measure Growth

End of Grade  
End of Course  
VoCATs

Standard 8

End of Grade  
End of Course  
VoCATs

Standard 6

From the MET...

- ☒ Observation Tools
- ☒ Assessments to Measure Growth
- ☐ Student Survey

**Exploring**  
*Pilot in 29 LEAs in  
2011-12*

# What We Need

---



- **Standard 6 and 8**

**We need a state-adopted growth model and a fair 6 & 8 rating strategy**

- **Status**

**We need an overall method to determine educator effectiveness status**

- **Measures of Student Learning (MSLs)**

**For those grades and subjects that are currently non-tested, we need ways to measure growth**

# Standards 6 & 8 – The Basics

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



## Teachers

<b>1</b> Demonstrate Leadership	<b>2</b> Establish Environment	<b>3</b> Know Content	<b>4</b> Facilitate Learning	<b>5</b> Reflect on Practice	<b>6</b> Contribute to Academic Success
---------------------------------------	--------------------------------------	-----------------------------	------------------------------------	------------------------------------	--

## Principals (and other Administrators)

<b>1</b> Strategic Leadership	<b>2</b> Instructional Leadership	<b>3</b> Cultural Leadership	<b>4</b> Human Resource Leadership	<b>5</b> Managerial Leadership	<b>6</b> External Development Leadership	<b>7</b> Micro- political Leadership	<b>8</b> Academic Achievement Leadership
-------------------------------------	---	------------------------------------	---	--------------------------------------	---	---	---

# Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



## Teachers



Standard 6 and 8  
are measures of

# Growth

## Principals



# Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



## Teachers



We will use

## Educator Value-Added Assessment System **EVAAS**

for standards 6 & 8 when possible

## Principals



# Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



## Teachers



### How do Value-Added models work?

- They measure growth by predicting how well a student will do on an assessment.

## Principals



### How do they predict how well the student will do?

- They look at previous test scores and estimate how well the student should do at the end of the year.  
*Every student must grow based on where they start.*



# Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



## Teachers



## Principals



**How will the ratings on  
Standards 6 & 8 work?**

# Teacher Ratings Categories

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



## Teachers



### 5 Rating Categories

Not Demonstrated  
Developing  
Proficient  
Accomplished  
Distinguished



### 3 Rating Categories

Does not Meet Expected Growth  
Meets Expected Growth  
Exceeds Expected Growth

# Principal Rating Categories

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



## Principals



### 5 Rating Categories

Not Demonstrated  
Developing  
Proficient  
Accomplished  
Distinguished

### 3 Rating Categories

Does not Meet Expected Growth  
Meets Expected Growth  
Exceeds Expected Growth

# Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



## Teachers



5 Rating Categories



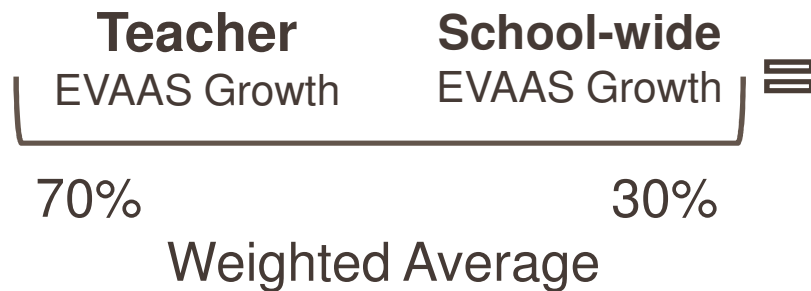
3 Ratings Categories

## Why the difference?

Identifying only three rating categories on **standard 6 & 8** improves certainty of categorization.

# Teacher Ratings in 2011-12

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



## Yearly Rating

# 6

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

## Why is school-wide EVAAS growth included?

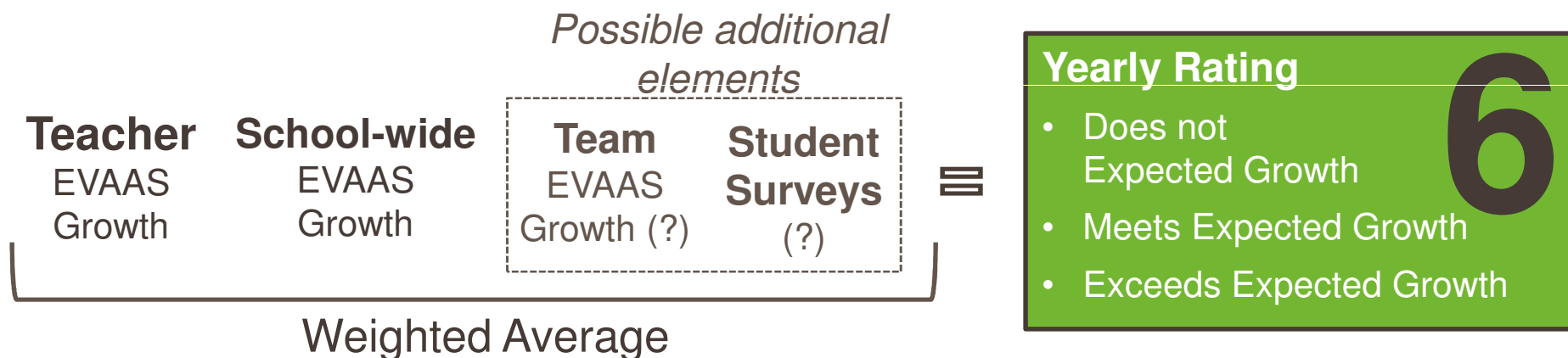
- To encourage collaboration and collective ownership of overall outcomes

# Teacher Ratings in 2012-13

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



*We are piloting some additional elements for possible inclusion in Standard 6 in 2012-13*



# Principal Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



- Standards 8 rating will be determined using school-wide EVAAS growth

**School-wide  
EVAAS  
Growth**

=

## Yearly Rating

- Does not Meet Expectations
- Meets Expected Growth
- Exceeds Expected Growth

**8**



# Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



## Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
-----------------------------	----------------------------	-------------------	--------------------------	--------------------------	-------------------------------------

## Principals

1 Strategic Leadership	2 Instructional Leadership	3 Cultural Leadership	4 Human Resource Leadership	5 Managerial Leadership	6 External Development Leadership	7 Micro-political Leadership	8 Academic Achievement Leadership
---------------------------	-------------------------------	--------------------------	--------------------------------	----------------------------	--------------------------------------	---------------------------------	--------------------------------------

## Key Note on Ratings

- Every educator is evaluated every year
- **Each standard and rating stands on its own (1 out of 6, not 1/6)**
- Ratings are used to create professional development plans each year
- Ratings are used to determine **status**

# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLS

---



**What is the difference  
between Ratings and  
Status?**

# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs



## Ratings

- **Teachers**  
6 separate ratings to help teachers grow each year
- **Principals**  
8 separate ratings to help principals grow each year

## Status

- A single overall status that is determined once a principal or teacher has **three years of growth data** to populate 6 or 8
- Categories for Status
  1. **In Need of Improvement**
  2. **Effective**
  3. **Highly Effective**

# Status and Standard 6 & 8

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs

---



- An educator receives an effectiveness **status** only once she has **3 years of data** on Standard 6 or 8
- A **3-year rolling average** of growth data from standard 6 or 8 is used as part of determining overall **status**

# 3-Year Rolling Average Teacher

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs



<i>Rating from 2 years ago</i>	<i>Rating from 1 year ago</i>	<i>Rating from this year</i>
Standard <b>6</b>	Standard <b>6</b>	Standard <b>6</b>
<b>1.0</b> Met Expected Growth	<b>.8</b> Did not meet Expected Growth	<b>1.2</b> Met Expected Growth

$$1.0 + .8 + 1.2$$

3

$$= 1.0$$

**Met Expected Growth**  
3- year average rating on  
standard 6 for  
determining **status**

**Note:** A similar methodology applies to principals as well.

# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs



So once a educator has a  
three-year average rating  
for Standard 6 or 8, how  
is **status** determined?

# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLS



- The Three **Status** Categories are

1. In Need of Improvement
2. Effective
3. Highly Effective



# Teacher Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support - MSLs



		In Need of Improvement	Effective	Highly Effective
<b>Standards 1-5</b> In the year		<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-5</i>	<i>Accomplished or Higher on Standards 1-5</i>
<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div>                     Demonstrate Leadership   Establish Environment   Know Content   Facilitate Learning   Reflect on Practice                 </div>		And/Or	And	And
<b>Standard 6</b> Three-year rolling average $\left( \begin{array}{ c } \hline 2 \text{ years ago} \\ \hline \end{array} + \begin{array}{ c } \hline 1 \text{ year ago} \\ \hline \end{array} + \begin{array}{ c } \hline \text{This year} \\ \hline \end{array} \right) / 3$		<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>

# Principal Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support - MSLs



		In Need of Improvement	Effective	Highly Effective
<b>Standards 1-7</b> In the year		<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-7</i>	<i>Accomplished or Higher on Standards 1-7</i>
<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div> <div>                     Strategic Leadership                      Instructional Leadership                      Cultural Leadership                      Human Resource Leadership                      Managerial Leadership                      External Development Leadership                      Micro-political Leadership                 </div>		And/Or	And	And
<b>Standard 8</b> Three-year rolling average		<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>
$\left( \begin{array}{ c } \hline 2 \text{ years ago} \\ \hline \end{array} + \begin{array}{ c } \hline 1 \text{ year ago} \\ \hline \end{array} + \begin{array}{ c } \hline \text{This year} \\ \hline \end{array} \right) / 3$				

# What will teachers see?

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLS



- **Ratings on Standards 1 – 5** of the Educator Evaluation System (as recorded in online tool)
- **Standard 6 rating** (current year and 2 prior years)
- **Three-year rolling average** of student growth values and accompanying Standard 6 rating (for **Status** determination)
- **Overall Effectiveness Status**

## North Carolina Educator Evaluation System Evaluation Summary Sheet

**Name:** Martha Washington      **School:** Independence Elementary School  
**LEA:** Freedom County Schools      **Licensure:** Career-Status  
**Overall Status:** In Need of Improvement

### Standard One: Teachers demonstrate leadership.

Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
------------------	------------	------------	--------------	---------------

### Standard Two: Teachers establish a respectful environment.

Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
------------------	------------	------------	--------------	---------------

### Standard Three: Teachers know the content they teach.

Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
------------------	------------	------------	--------------	---------------

### Standard Four: Teachers facilitate learning for their students.

Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
------------------	------------	------------	--------------	---------------

### Standard Five: Teachers reflect on their practice.

Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
------------------	------------	------------	--------------	---------------

### Standard Six: Teachers contribute to the academic success of students.

\* Only three-year rolling average is used to determine overall status \*

Year One (2009 - 2010)			Year Two (2010 - 2011)			Year Three (2011 - 2012)			Three-Year Rolling Average *		
Individual Student Growth: -1.8 School-wide Student Growth: .1 Year One Growth: -1.23			Individual Student Growth: 1.2 School-wide Student Growth: .9 Year Two Growth: 1.11			Individual Student Growth: .7 School-wide Student Growth: .9 Year Three Growth: .76			.21		
Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth

<b>Overall Status:</b>	<b>Needs improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
------------------------	--------------------------	------------------	-------------------------

# Support for Teachers

Rationale - MET Research - Standard 6 & 8 - Status - **Support** - MSLs



**How will we support  
Teachers in using the  
evaluation system?**

# Support for Teachers

Rationale - MET Research - Standard 6 & 8 - Status - **Support** - MSLs



- Increased professional development (PD) and support in content and pedagogy
  - Common Core & Essential Standards
  - Data Literacy
  - Pedagogy for engaging students
- State PD Leads working with Local PD Leads to create strong, lasting communities of practice
- Online PD resources

# Support

Rationale - MET Research - Standard 6 & 8 - Status - **Support** - MSLs



**How will we support  
Principals in using the  
evaluation system?**



# Support for Principals

Rationale - MET Research - Standard 6 & 8 - Status - **Support** - MSLs



- Increased training and support in use of the instrument (Standards 1-5)
  - increased consistency/reliability
  - better information for teachers
- Increased professional development regarding instructional leadership and other management practices

# Measures of Student Learning

Rationale - MET Research - Standard 6 & 8 - Status - Support - **MSLs**



**But we can't measure  
growth for everybody.  
What about the non-  
tested subjects?**

# Measures of Student Learning

Rationale - MET Research - Standard 6 & 8 - Status - Support - **MSLs**



## Measures of Student Learning

are being designed for non-tested  
subjects for district use to populated  
Standard 6

# Guiding Principles

Rationale - MET Research - Standard 6 & 8 - Status - Support - **MSLs**



- NC's experienced teachers know their students and their content
- NC teachers are best-qualified to provide input on meaningful assessment of currently non-tested grades and subjects
- Valid measures of what students know and are able to do will likely exceed traditional multiple-choice assessment

# What MSLs Are

Rationale - MET Research - Standard 6 & 8 - Status - Support - **MSLs**



- Measures of what students know and are able to do after completing a course or grade
- Tightly linked to the instruction that a teacher delivers
- **One** part of how North Carolina will evaluate the effectiveness of its teachers
- Similar to the common summative assessments that many districts already have in place

# What MSLs Are Not

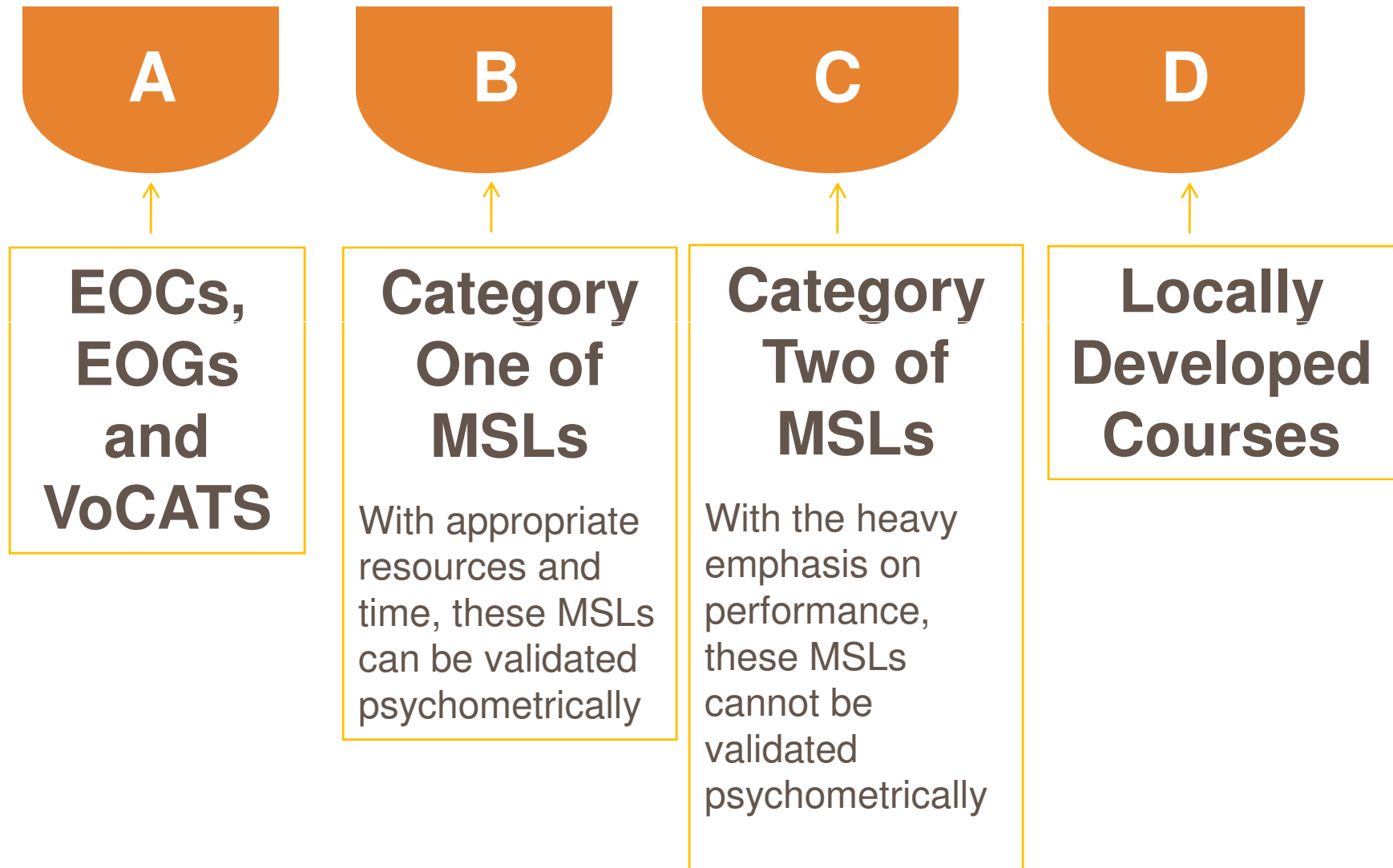
Rationale - MET Research - Standard 6 & 8 - Status - Support - **MSLs**



- Multiple-choice standardized exams for all areas of the Standard Course of Study
- Assessments that need to be delivered with the same level of security as EOCs and EOGs
- Designed without teacher input
- The only source of data used to make decisions about a teacher's effectiveness
- Part of the school accountability model

# Four Buckets of Assessments for Growth

Rationale - MET Research - Standard 6 & 8 - Status - Support - **MSLs**

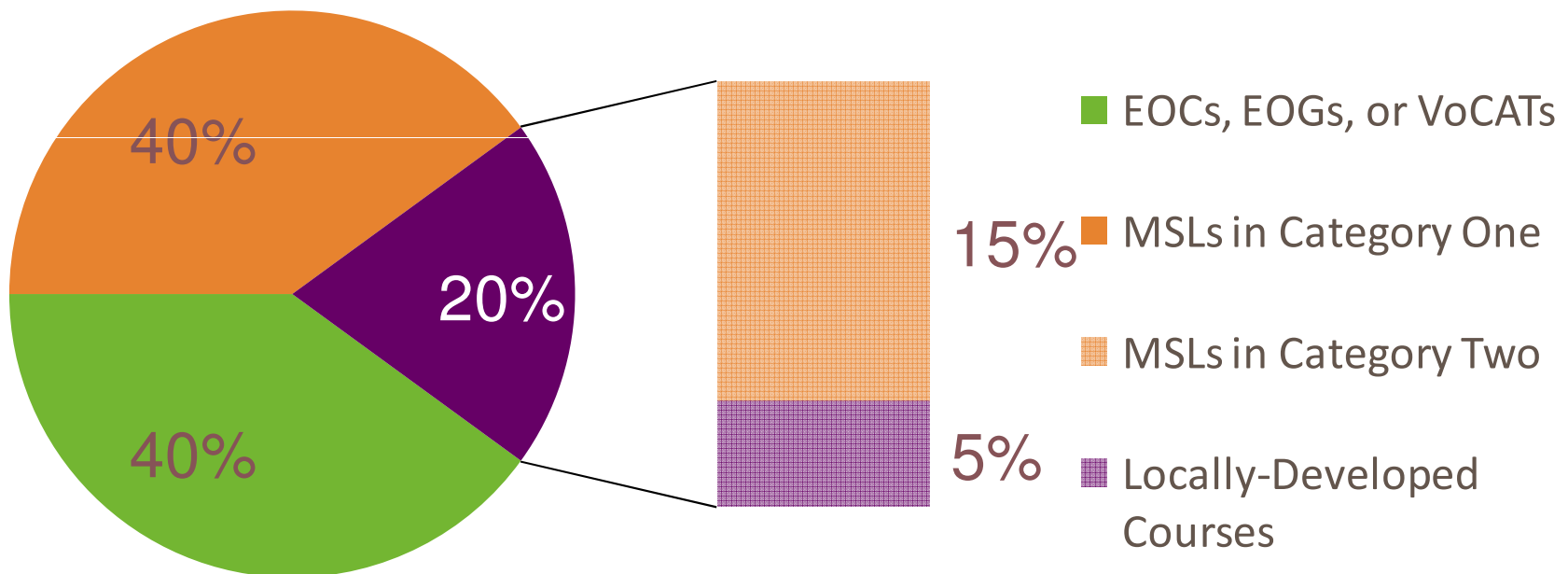


# A Picture of Assessment

Rationale - MET Research - Standard 6 & 8 - Status - Support - **MSLs**



## North Carolina Teacher Workforce





# Three-Phase Process

Rationale - MET Research - Standard 6 & 8 - Status - Support - **MSLs**



## October 2011

Teachers design item specifications for all currently non-tested grades and subjects

## Summer 2012

Teachers create rubrics and guidance for administering and scoring Measures of Student Learning

## Late Spring 2012

Teachers review open-source items and items generated by external vendor(s)

